R E P O R T  R E S U M E S

ED 011 616 AC 000 011

COLLEGE-LEVEL EXAMINATION PROGRAM, DESCRIPTION AND USES, 1967.

BY- CHAMBERLAIN, LAWRENCE H. AND OTHERS
COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *COLLEGE ENTRANCE EXAMINATIONS, *TESTING, *EVALUATION, *HIGHER ADULT EDUCATION, *PROGRAM DESCRIPTIONS, GROUP TESTS, MEASUREMENT TECHNIQUES, CORRESPONDENCE STUDY, INDEPENDENT STUDY, CREDITS, TRANSFER STUDENTS, PRINCETON

THE COLLEGE-LEVEL EXAMINATION PROGRAM WHICH STARTED IN 1965 AS A NEW ACTIVITY OF THE COLLEGE ENTRANCE EXAMINATION BOARD HAS FIVE AIMS. THEY ARE TO GIVE A NATIONAL PROGRAM OF EXAMINATIONS TO EVALUATE NONTRADITIONAL COLLEGE-LEVEL EDUCATION INCLUDING INDEPENDENT STUDY AND CORRESPONDENCE WORK, TO STIMULATE COLLEGES AND UNIVERSITIES TO BECOME MORE AWARE OF THE NEED FOR AND THE POSSIBILITIES AND PROBLEMS OF CREDIT BY EXAMINATION, TO ENABLE COLLEGES AND UNIVERSITIES TO DEVELOP APPROPRIATE PROCEDURES FOR THE PLACEMENT, ACCREDITATION, AND ADMISSION OF TRANSFER STUDENTS, TO GIVE COLLEGES AND UNIVERSITIES A MEANS BY WHICH TO EVALUATE THEIR PROGRAMS AND THEIR STUDENTS' ACHIEVEMENT, AND TO HELP ADULTS WHO WISH TO CONTINUE THEIR EDUCATION IN ORDER TO MEET LICENSING REQUIREMENTS OR QUALITY FOR HIGHER POSITIONS. THE BOOKLET SERVES AS A GUIDE TO THE PROGRAM AND SHOWS THE EXAMPLES FROM ACTUAL TESTS. THE EXAMINATIONS ARE AVAILABLE AT NO CHARGE TO THE INSTITUTIONS THAT WISH TO EXPERIMENT WITH THEM. THE PROGRAM IS STILL IN THE PLANNING STAGE. THIS DOCUMENT IS ALSO AVAILABLE FROM COLLEGE ENTRANCE EXAMINATION BOARD, PUBLICATIONS ORDER OFFICE, BOX 592, PRINCETON, NEW JERSEY 08540. (SM)

ED011616

# College-Level Examination Program

## Description and Uses, 1967

College Entrance Examination Board

*The College-Level Examination Program is a new activity of the College Entrance Examination Board. It is headed by the executive director, who is advised by a national group of educators—the Council on College-Level Examinations, listed on page 2 of this booklet. The College Entrance Examination Board, located in New York, was founded in 1900 as a nonprofit membership association of colleges and universities, schools, and associations. In administering the College-Level Examination Program the Board has the help of Educational Testing Service* (ETS), *an independent, nonprofit agency with headquarters in Princeton, New Jersey. The development of the Program has been supported by a grant of $1.5 million from the Carnegie Corporation of New York.*

Copies of this publication may be obtained from the College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. If more than 25 copies are requested, a letter explaining the planned use should accompany the request.

Editorial inquiries regarding this publication should be addressed to Editorial Office, College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027.

Copyright © 1967 by College Entrance Examination Board
All rights reserved.

Library of Congress Catalog Card Number: 67-16878
Printed in the United States of America

## *Contents*


Introduction . . . . . 3

College-Level Examinations . . . . . 6
- General Examinations . . . . . 6
- Subject Examinations . . . . . 8
- How the Examinations Differ . . . . 9
- Normative Data . . . . . 11

How the Program Is Being Used . . . . . 14
- Examples . . . . . 15
- The Unaffiliated Student . . . . . 27
- The Future of the Program . . . . . 32

Arrangements for Institutional Administration of the Examinations . . . . . 33
- Trial Test Administration . . . . . 33
- Regular Test Administration . . . . . 35
- Inspection Copies . . . . . 35
- Ordering the Examinations . . . . . 36
- Score Reporting . . . . . 37

Panels . . . . . 38

Committees of Examiners . . . . . 39

Consultants . . . . . 44

College Board Regional Offices . *Inside back cover*



"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY JACK N. ARBOLINO EXEC. DIRECTOR TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Jack N. Arbolino, executive director of
the Council on College-Level Examinations
Nathaniel C. Allyn, assistant director

College Entrance Examination Board
475 Riverside Drive, New York, New York 10027
212 UNiversity 5-9500

***Council on College-Level Examinations, 1967***

Lawrence H. Chamberlain, Columbia University,
*chairman*
Dewey B. Stuit, University of Iowa, *vice chairman*
Joseph P. Cosand
The Junior College District of St. Louis
Edmund J. Gleazer Jr.
American Association of Junior Colleges
Arnold L. Goren, New York University
Stanley J. Idzerda, Wesleyan University
John S. Karling, Purdue University
Lorrin G. Kennamer, The University of Texas
A. A. Liveright, Center for the Study of Liberal
Education for Adults, Boston University
John V. McQuitty, University of Florida
Leland L. Medsker, Center for Research and
Development in Higher Education,
University of California
Constance E. Smith
Radcliffe Institute for Independent Study
Izaak Wirszup, University of Chicago

The College Board's College-Level Examination Program began in 1965 with the broad purpose of developing a national system of placement and credit by examination specifically directed to higher education. The Program has five major objectives: to provide a national program of examinations that can be used to evaluate nontraditional college-level education, specifically including independent study and correspondence work; to stimulate colleges and universities to become more aware of the need for and the possibilities and problems of credit by examination; to enable colleges and universities to develop appropriate procedures for the placement, accreditation, and admission of transfer students; to provide colleges and universities with a means by which to evaluate their programs and their students' achievement; to assist adults who wish to continue their education in order to meet licensing requirements or qualify for higher positions.

The administrators and teachers who read this booklet will doubtless bring to it some strong and special academic commitments and interests. In developing the Program the Board has assumed that presidents and deans regard their institutions as distinctive; that department heads regard their offerings as original, at least in emphasis; and that instructors regard what they do in the classroom as unique. These attitudes are an expression of the very great diversity of higher education in America. To say that one program might effectively serve such

various and personal interests is to say a good deal. Nevertheless, that is just what the College-Level Examination Program is meant to do.

Basic to the Program is the idea that the diversity of American education is one of its strengths and that there is a value in the overall harmony of the system that must not be squandered or vitiated. Without regard to the arguments for universal higher education or the contrasting arguments for strict academic standards, it is another basic assumption of the Program that truly to treasure learning is to transmit it and to see it used. Individuals differ in their aspirations and abilities, and just as each should have the opportunity to work in his own style and up to his own top limit, higher education should serve diverse purposes and diverse forms of preparation.

The members of the Council on College-Level Examinations believe that traditional methods and present facilities must be supplemented in such a way that standards are preserved and flexibility and innovation provided for and that the College-Level Examination Program can meet this need. This booklet is intended to serve as a general guide to the Program, to announce the availability of the examinations at no charge to institutions that would like to experiment with them, and to offer examples taken from actual cases of how the examinations may be used.

The nature and character of the Program will be determined by the uses that colleges

make of it. The Program will of course mean different things to different institutions, and its various applications will reflect their diversity. Any one institution will probably not find all the suggested uses applicable to its needs, but most colleges and universities should find that some of the examples suggest possible uses. It is anticipated that colleges and universities will themselves discover additional ways to use the Program. As shown by some of the examples given in this booklet, some agencies and education organizations other than colleges and universities have found the Program useful.

It is important to realize that the College-Level Examination Program is today more an idea than a complete creation. New examinations are currently under development, and expanded services are contemplated. Which subject examinations will be developed in the future depends largely on the expressions of institutional demand.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

## *College-Level Examinations*

The first examinations offered by the College-Level Examination Program are the former Comprehensive College Tests, originally developed by Educational Testing Service and now sponsored by the College Board. These examinations are of two types: General Examinations and Subject Examinations.

The examinations are developed by examining committees consisting of faculty members from colleges and universities. Committee members define the topics to be covered, review the test specifications, prepare and review test questions, and develop standards for grading the essay questions of the Subject Examinations. The committees are assisted by test-development specialists on the staff of ETS. To set overall specifications, to formulate standards, to appraise existing examinations, and to initiate new ones, panels of distinguished teachers have been appointed in three areas: English, mathematics–science, and social sciences. Consultants, charged with the same functions, have been retained to guide examining committees in the five Subject Examinations now being developed. Panels, committees, and consultants are listed at the back of this booklet.

### *General Examinations*

English Composition
Humanities (subscores in Fine Arts and Literature)

Mathematics (subscores in Basic Skills and Course Content)
Natural Sciences (subscores in Biological Science and Physical Science)
Social Sciences–History (subscores in Social Sciences and History)

---

The General Examinations are intended to provide a comprehensive measure of undergraduate achievement in the five basic areas of the liberal arts listed above. They are not intended to measure advanced training in any specific discipline, but rather to assess a student's knowledge of fundamental facts and concepts, his ability to perceive relationships, and his understanding of the basic principles of the subject. The content of the General Examinations is similar to the content of those subjects ordinarily included in the program of study required of most general education students in the first two years of college.

With the exception of the test in English Composition, the General Examinations are 75 minutes in length. The English Composition test is 60 minutes long. Scores for the five areas are reported on a standard score scale ranging from 200 to 800 with a mean of 500 and a standard deviation of 100. Subscores are reported on a 20 to 80 scale with a mean of 50 and a standard deviation of 10.

Since the General Examinations are most commonly used for assessing the general educational background of students who have one or two years of college instruction

or its equivalent, all five examinations are usually administered as a battery.

***Subject Examinations***

American Government
Analysis and Interpretation of Literature
English Composition
General Chemistry
Geology
Introductory Calculus
Introductory Economics
Introductory Sociology
Tests and Measurements
Western Civilization

---

An examination in General Psychology will be available in April 1967. Development of examinations in Educational Psychology, History of American Education, Marketing, Money and Banking, and Statistics was initiated in 1966–67; it is anticipated that these examinations will be available in 1967–68.

The Subject Examinations are essentially end-of-course tests developed for widely taught undergraduate courses. They measure understanding of basic facts and concepts, as well as the ability to apply such understanding to the solution of problems and the interpretation of materials. Questions that require of a student only rote recall are avoided.

Each Subject Examination consists of a 90-minute, multiple-choice test with an optional essay section. The essay section requires an additional 90 minutes and is

designed to provide further evidence of a student's competence. Results of the multiple-choice test are reported on a 20 to 80 standard score scale with a mean of 50 and a standard deviation of 10. The essay section is retained by the college for grading. The examinations are appropriate for use as proficiency examinations and for course and student evaluation.

### *How the Examinations Differ*

The Subject Examinations differ from the General Examinations in that the former are more closely tied to course content and are intended to cover material that is typical of college courses in these subjects. Descriptions of the English Composition test of the General Examinations and the English Composition Subject Examination may serve to illustrate the differences in the two types of tests.

The English Composition test of the General Examinations is designed to measure the ability of a college student to handle significant aspects of the written language effectively, regardless of the nature and the extent of formal instruction in writing. Skill in the production of standard written English is measured by requiring a student to demonstrate his recognition or solution of problems of diction and idiom, grammar and usage, his sensitivity to appropriate language and effective structure, and his facility in reconstructing sentences to achieve greater clarity and emphasis or an increased variety of sentence pattern.

The English Composition Subject Examination differs from the General Examination in English Composition in that it is designed to measure the theoretical aspects of writing usually taught in beginning college courses in composition, as well as the ability to put the principles of good writing into practice. Students taking this examination are presumed to have had instruction in the fundamentals of rhetoric and in such elements of language, grammar, and logic as may be found useful for the improvement of writing skill. The matters of theory and principle covered by the examination are as follows: (1) the sentence, including mechanics, grammar, and rhetorical types; (2) the paragraph, including unity, coherence, modes of development, sentence variety and variation in point of view; (3) the essay as a whole, including its beginnings and endings and its analysis by the précis and the paraphrase; (4) aspects of style, including figures of speech, tone, economy of statement, and the like; (5) logic in writing, including outlining, inductive and deductive reasoning, logical fallacy, and logical sufficiency; (6) the language, including the history of the language, its inflections and derivations, and lexicography; (7) library information, including the use of Library of Congress cards and reference books; and (8) manuscript format and mechanics, including footnotes and bibliography.

The College-Level Examinations should not be confused with other tests offered by the College Board or with the Graduate Rec-

ord Examinations. The Board's Scholastic Aptitude Test (SAT) and Achievement Tests are taken primarily by high school students and are designed to assist colleges in the admission and proper placement of entering freshmen. The Board's Advanced Placement Examinations are also aimed at the high schools and are taken by able and ambitious students who have pursued prescribed college-level courses in their own schools and under the direction of teachers. The Placement Tests of the College Board are editions of Achievement Tests, administered by the colleges to their enrolled students. The Graduate Record Examinations of ETS are administered usually to graduating college seniors in the liberal arts and sciences, and provide an index for graduate-level or professional study.

### *Normative Data*

For all the currently available examinations, normative data have been developed on appropriate college populations as follows.

*General Examinations.* National norms have been developed for the end of the college freshman and sophomore years. In the spring of 1963, the General Examinations were administered to a sample of 2,600 students representative of full-time students completing their second year of study at 180 two-year and four-year colleges and universities. The institutions were selected at random from the approximately 2,000 institutions of higher education listed by

the United States Office of Education. The study was repeated for freshmen in the spring of 1964.

In addition to these norms, normative data were collected on college seniors for the General Examinations during the spring of 1966 and are now available. All normative data on the General Examinations are presented in the form of percentile ranks.

The relationships between the General Examinations and the Area Tests of the Graduate Record Examinations are under study. Since the latter tests and the General Examinations both provide measurement of student growth and development in the social sciences, humanities, and natural sciences, the usefulness and possibility of developing links in the interpretive information of the two programs are being investigated.

*Subject Examinations.* The sample for determining norms for the Subject Examinations consisted of students who were completing one year of college instruction in the subject at randomly selected United States colleges and universities (with the exception of the examination in Tests and Measurements, which is designed for students who have had one semester of study in the area). Normative data are available in the form of percentile ranks and as graphs comparing distributions of scores on Subject Examinations with grades received in college courses.

One of the advantages of the Program is the availability of normative data that per-

mit comparisons and interpretation of the performance of students tested locally with national college-student performance. It is of course still important for an institution to develop local normative data if it plans to make use of the tests to help in reaching decisions regarding its own students. It is toward this end, in part, that the College Board now has an arrangement for trial administration of College-Level Examinations.

## *How the Program Is Being Used*

Collegiate institutions and other agencies are now making varying and effective use of the College-Level Examinations in the evaluation and placement of both unaffiliated and affiliated students in an effort to answer such questions as "How do our second-year students compare with those at other institutions in terms of their liberal arts backgrounds?" "What evaluation can we make of individuals who took courses while in the military service?" "To what extent are students in secondary education programs adequately prepared in the liberal arts?" Some of the ways the examinations are being used at present are as follows.

1. To provide alternate channels for meeting institutional requirements.
2. To assist transfer and continuing students in the transition to upper-class study.
3. To allow a junior college to compare its graduating sophomores with the national norms and to provide a counseling tool for working with the graduates.
4. To provide information for use in the admission and placement of adults in a special beginning college program.
5. To provide information for the educational counseling of enrolled students.
6. To recognize the continued growth and development of individuals in the military service.
7. To recognize superior preparation and accomplishment of high school students at the point of college entrance.

8. To insure basic levels of achievement in liberal arts areas of students in secondary education programs who seek to enroll for student teaching.

9. To provide measures of college equivalency for use by organizations and agencies other than colleges and universities.

As programs in continuing education increase, it is anticipated that the examinations will play a significant role in the evaluation of nontraditional students who learn through independent study and through television, correspondence, extension, and evening courses.

*Examples*

*1. To provide alternate channels for meeting institutional requirements.*

One of the country's major state universities located in the Midwest has recently authorized the use of the College-Level Examination Program's General Examinations as an alternate way for students to meet graduation requirements. That is, students may meet the requirements either by taking approved courses or by examination. The latter provision dates back to the mid-1950s, but the university has not been satisfied with the tests it used.

After reviewing the General Examinations, this institution determined that the tests were appropriately related to its requirements in four core courses. Up to eight hours of credit can be earned on the basis of each examination. The university

published a statement of the required passing scores and the amount of credit awarded for each examination.

The institution will arrange for the administration of the tests and will recover the charge for the tests from candidate fees. In addition to publishing statements regarding this credit-by-examination program, the university has provided for advising students about their participation in it.

*Comment:* As in the example cited above, at many colleges and universities credit by examination, as well as the completion of approved courses, is an alternate route to meeting graduation requirements for matriculated full-time students. In many instances these programs have functioned with only limited success, in part because well-constructed examinations, for which norms have been determined, and adequate arrangements for the administration of the examinations, have not been available. The College Board hopes to assist colleges interested in implementing credit by examination through the Program.

*2. To assist transfer and continuing students in the transition to upper-class study.*

A private college in the South is utilizing the General Examinations to assist in the transition from the first two years of study, in which the emphasis is on general education, to the upper-class level for both its own students and those wishing to transfer into the institution at the upper-class level. All students enrolled in the institution are

required to take the full General Examinations battery midway through the fourth semester. On the basis of the results of the tests, those students who do not meet certain established standards are required to take additional or remedial work in the area in which they scored low before going on to more advanced courses. Students are not allowed to register for advanced-level courses until after they have taken the examinations.

Students wishing to transfer into the institution as upperclassmen (junior standing) must take the General Examinations as a condition of being considered for admission. The results of the tests are considered, along with other factors, in the admission of students. Once a transfer student is admitted, the test results are used in the same manner as they are for nontransfer students: that is, as diagnostic instruments to determine areas in which further work is required.

*Comment:* This illustration provides an example of the use of a test to assist in the transfer process in a way that is probably least objectionable to the institution that the student is transferring from. All students, not just transfer students, are required to take the tests, and the same standards for going on into upper-class work are applied to both groups. While there is some screening of transfer students, particularly on the basis of the test, the primary purpose for its use is a diagnostic one to assure that all students meet a

certain standard. Variations of this use of the General Examinations may help to alleviate many problems for other institutions.

*3. To allow a junior college to compare its graduating sophomores with the national norms and to provide a counseling tool for working with the graduates.*

A public junior college in the East is using the General Examinations to provide an indication of how well its graduating sophomores perform in comparison with the national sophomore normative data. In addition, the scores are used in counseling the graduating sophomores.

The examinations are required of all graduating students, both vocationally oriented and academically oriented. No decisions are made on the basis of the test results, and they do not affect a student's grades or graduation. Scores are for internal use only and are not transmitted to the institution to which a student may wish to transfer or to a prospective employer.

A profile of each graduating class is developed, showing the score distribution of the class as well as its comparison with the national norms for each of the areas of the examination. These profiles are shared with faculty members and form a part of the material for a faculty workshop.

Each student is provided with the results of the examination in an interview. The test scores form a part of the basis for discussing a student's future plans.

*Comment:* The use to which this junior college has put the General Examinations suggests that they may be helpful in allowing a two-year institution to assess the achievement level of its students in the areas covered by the tests so that it may have a basis of comparison with national normative data. While this institution is well established and accredited and is using the information to provide only a general bench mark of achievement, the illustrated use does suggest that a newly established junior college might well get useful information from the examinations that would assist it in its development. Requiring the examinations for graduation without utilizing them for decisions about a student tends to reduce the likelihood that the faculty will feel any strong inclination to base their teaching on the tests and yet produces sufficient motivation on the part of a student to encourage valid results. The fact that the results of the examinations are used in counseling further tends to motivate students.

*4. To provide information for use in the admission and placement of adults in a special beginning college program.*

The General Examinations are being used by an urban college in a large eastern city for the purpose of assisting with the screening, admission, and placement of students who want to enroll in a special program for adults. This course of study is designed to give them a meaningful and stimulating start on their college work. At

the end of this special program the adults continue in regular curriculum toward a bachelor's degree.

The General Examinations scores are used with an extensive application form and an interview for an initial screening of the applicants. Applicants admitted are chosen among those who pass this screening, using again these same three sources of information. After admission the results of the General Examinations are further used to place those students scoring well on the tests in advanced courses or as a basis for the waiver of certain requirements of the special program. The institution is also in the process of considering awarding college credit to these students on the basis of the scores they receive on the General Examinations.

The tests are administered to the applicant by the institution, and test fees are paid by the candidate. Students are admitted to the program twice a year. A total of 350 adults are currently enrolled in this special program.

*Comment:* As the concern for adult and continuing education grows, institutions are becoming increasingly aware of the need to determine how far an adult has progressed in his educational growth, both to judge his capability for further study and to assist in starting him where he can benefit most. The illustration above indicates one way in which the Program is being used to meet this need. It is anticipated that many institutions will find the

Program useful with adults in an increasing variety of ways.

*5. To provide information for the educational counseling of enrolled students.*

An experimentally oriented and only recently established institution in the South has been using the General Examinations since its founding both for counseling its beginning students and for research. All freshmen take the General Examinations when they enter the college and again at the end of the freshman year. Both results are made available to the faculty and counseling staff to assist them in working with the students. Students are informed of their scores and are able to determine their standing on the examinations in comparison with national norms.

The results of the two administrations are also used to provide some information on a student's progress and as a source for continued research with students. The institution's own examinations are, however, used to assess a student's achievement at the end of the first year for advancement purposes.

The institution absorbs the cost for both of the test administrations.

*Comment:* This is an institution that has deliberately broken away from the mainstream of American higher education in terms of philosophy and approach and has found the General Examinations adaptable to its purposes—in spite of the fact that its curricular offerings are unusual. Institutions with a more traditional program

may find the General Examinations even more adaptable to this use.

*6. To recognize the continued growth and development of individuals in the military service.*

Arrangements now exist between the College Board and the United States Armed Forces Institute (USAFI) for the use of the College-Level Examination Program's General Examinations with military personnel. Under this arrangement several forms of the tests have been provided to USAFI. The tests are available for administration to military personnel on request. A new edition of these examinations is made available annually, and USAFI has arranged for handling and administering these examinations under conditions that safeguard their security. The results are reported by USAFI to colleges at the candidate's request.

The Commission on Accreditation of Service Experiences (CASE) of the American Council on Education has published its recommendations to colleges and universities on awarding credit to former military personnel on the basis of the College-Level Examination Program's General Examinations.[1] CASE recommendations also cover the Program's Subject Examinations.

*Comment:* The CASE recommendations fully recognize that each individual college or university determines its own policy on

1. See *Opportunities for Educational and Vocational Advancement.* CASE Bulletin No. 10, third edition, June 1965, 49 pp. See pp. 9 ff.

admissions, placement, and course credit. However, they serve to alert colleges and universities to the fact that a provision has been made to assess the educational backgrounds of military personnel in terms that can have meaning for civilian institutions. When the 1966 GI Bill was signed into law, a further step was taken to enable former military personnel to continue their education. Since the benefits under the GI Bill are limited, individuals and institutions alike will be interested in programs for veterans to enable them to go as far as possible. This implies full recognition of previous accomplishments when a veteran returns to formal civilian educational programs.

Colleges and universities wishing to assist former military personnel may wish to study the Program's General Examinations in particular. A trial administration can help a college determine what score levels it can reasonably expect veterans to attain.

7. *To recognize superior preparation and accomplishment of high school students at the point of college entrance.*

A liberal arts coeducational university in the East has, as a consequence of experimental use of the General Examinations, determined that a number of its newly matriculated freshman students score high in relation to general sophomore norms as well as norms determined from scores of local students. To require these students to meet the normal freshman- and sophomore-year general education course requirements did not seem to represent an effective use

of the institution's instructional resources, nor did it seem to offer such students the greatest educational opportunities. The College-Level Examination Program's General Examinations, as well as the Advanced Placement Examinations, can now be used by students at this institution to secure waiver of and credit for freshman- and sophomore-year requirements.

*Comment:* The diversity of educational background and previous accomplishment among students admitted to college is wide. While the Advanced Placement Program provides a means for identifying a particular kind and level of educational accomplishment among entering students, there are other forms of superior accomplishment that can be meaningfully measured through the College-Level Examination Program's General Examinations. For this institution, and perhaps for others, these examinations may provide a means of systematically identifying the students whose achievement should be recognized. Further, where there is reasonable congruence between the examination and an institutional requirement, the test can serve to translate the diversity of previous educational experience into a meaningful equivalent of the requirement.

*8. To insure basic levels of achievement in liberal arts areas of students in secondary education programs who seek to enroll for student teaching.*

A major western state college uses the General Examinations with students who

major in secondary education prior to their admission to student teaching, which is the final course required for teacher certification, in order to insure that all students recommended by the institution for certification have met certain standards in five basic areas. Students who score below a predetermined level in an area are required to take and pass an additional course in that area before being permitted to enroll in the student-teaching course.

The required levels for each of the areas are determined by the departments involved. The standards were developed from local normative data.

The cost of the examinations is paid for by the student seeking admission to student teaching.

*Comment:* This institution is using the General Examinations to try to translate into action an often-voiced concern regarding teachers and prospective teachers: that is, that too much attention is devoted to education and methodology courses and that not enough attention is directed to assuring that teachers have an adequate background in general education. By using the General Examinations to establish a minimal standard the college is providing a firm basis for determining that none of the secondary education teachers it graduates is open to this charge.

Other institutions may be interested in similar or comparable uses of the General Examinations with students in teacher-education programs. Institutions that select

students for admission to teacher-training programs at the beginning of the junior year may find the General Examinations useful in making selections. Local norms can be used to insure that the requirements set are consistent with the nature of the students going into teacher education.

The examinations may have similar applicability in other curriculums or programs organized primarily with the expectation that students will have met most of the institution's general education requirements by the end of the sophomore year.

*9. To provide measures of college equivalency for use by organizations and agencies other than colleges and universities.*

A number of organizations and agencies other than colleges and universities have made use of the Program. These include a quasi-governmental agency that uses the General Examinations to determine college equivalency to meet a promotion requirement. The State Board of Bar Examiners in a southern state is requiring the General Examinations of all applicants for the state bar examination who do not have a college degree. Graduates of two-year, post-high-school, technical training programs in a southern state may take the General Examinations and have the results used by the state to indicate on their records that they have the equivalent of two years of college training in certain areas.

In all these cases the agency or the organization involved makes its own judgment about the standards it will establish.

However, this judgment is usually based on the normative information provided and in many cases on some use of the Commission on the Accreditation of Service Experiences recommendation.

*Comment:* These uses of the College-Level Examination Program illustrate the versatility of the Program in useful ways that are not necessarily related to colleges or universities. The tests appear to be meeting important and previously unfilled needs in these areas. It is important to note that in none of the uses cited has any organization attempted to award credit or in any way attempted to usurp the college and university prerogative of awarding degrees. What the organizations have done is to capitalize on the availability of the tests to put into effect long-unused clauses in promotion or certification requirements relating to the necessity for two years of college "or its equivalent." Similar uses may be anticipated as private industries begin to implement their own personnel policies.

### *The Unaffiliated Student*

The preceding illustrations show some of the applications now being made of the Program, and they are intended to suggest that there are other uses, too. Predominant among them is one that may hold the most hope for the future of continuing education and independent study—indeed, it is the one on which the Program was primarily projected and based: to assist institutions via a nationally administered

program of college-level examinations to recognize and reward the educational achievement of older students attained outside the regular classroom setting.

The specific intention here is to evaluate education gained through nontraditional means including private tutoring, independent study, radio or television courses, and correspondence courses, among others. The concept is parallel to the awarding of credit to able high school students for performance on the Advanced Placement Examinations—with one very important exception. In the Advanced Placement Program the examinations are developed with a course description in mind and the bulk of the students who take the examination have followed the course of study suggested.

But when the College-Level Examination Program's Subject Examinations are used to award college credit, a particular pattern of preparation is not presupposed in the development of the examination, nor will those who present examination results have anything like a common background of preparation. The College-Level Examinations are developed to cover the material thought by each Committee of Examiners to be common to most college courses in a particular subject. The committee anticipates that people taking the test will come to it with college-level learning experiences derived from a multitude of sources, none of which might include a college course. The experiences might include courses presented on television, correspondence cour-

ses, on-the-job training, individual study, and so forth. The important question, therefore, should not be how the individual got his education but whether he can demonstrate that he has attained college-level education in a certain subject.

John W. Gardner, Secretary of Health, Education, and Welfare, has said: "Many people who study outside the formal system do so for reasons having to do with their own fulfillment, and care little for academic credit. Others are concerned only with the immediate acquisition of skills, and credit is irrelevant here too. But many others do wish to obtain academic credit. We shall serve these people far more effectively when we have devised a flexible system of credit by examination. Such a system would assess and certify accomplishment on the basis of present performance. The route that the individual had traveled to achieve competence would not come into question. Such a system would permit many individuals to participate in higher education who now—by the nature of their jobs or other obligations—cannot do so. By 1970 many leading universities (and perhaps learned councils, state boards of education, etc.) should be offering credit by examination in standard academic subjects."[2]

With the increasing emphasis on adult

2. "National Goals in Education," in The Report of the President's Commission on National Goals, *Goals for Americans*, by The American Assembly. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960, 372 pp. See pp. 94–95.

and continuing education the demands for validation of such experiences by adults must increase. It has been estimated by John W. C. Johnstone and Ramon J. Rivera in *Volunteers for Learning*[3] that, on the basis of an extensive survey and interviews, 25 million adults are engaged in some form of education in a year. Some sources indicate an even higher figure. Of these, Johnstone and Rivera estimate that, without counting the extensive amount of self-study in the home, about half took courses outside a classroom setting. While obviously not all of this education is of college level, the portion that is indicates a sizable group of potential users of the Program.

The motivations that may bring individuals to the point of preparing for the examinations and actually taking them are, as Secretary Gardner has indicated, as various as the sources of learning. Many people, of course, will be self-motivated and will seek credit based on a fairly unsystematized educational pattern. One example of a more formal and systematic attempt at college-level education that is likely to produce students seeking college credit is the substantial education program offered to employees of banks through the American Institute of Banking.

The College-Level Examination P ogram is designed to provide the vehicle for trans-

---

3. Chicago: Aldine Publishing Company, 1965, 624 pp.

porting individuals who have varying college-level but nontraditional educational backgrounds into the traditional channels of higher education in a manner that will allow them to be rewarded for their previous efforts and permit them to take up their college work at the level of educational development they have actually attained, rather than the level reported on their high school records.

In addition to providing an opportunity for institutions to serve individuals, the Program may be of assistance to colleges and universities that are attempting to alleviate local, state, or national critical shortages of technical, subprofessional, and professional personnel. The examinations may be of use in encouraging people to pursue careers in critical shortage fields by helping to identify those who can meet the requirements and by providing a means for them to be properly credited for previous accomplishments and thus shortening the time needed to fulfill requirements.

Colleges and universities are encouraged to review the General Examinations and the Subject Examinations and consider the possibility that their curriculums and educational philosophies may allow them to serve unaffiliated students through the use of the examinations. The trial administrations mentioned earlier, and explained on page 33, can be used to help investigate how well the tests will adapt to this purpose and to develop local norms to be used in awarding credit.

### *The Future of the Program*

There are other possible uses, but, as indicated earlier, the Program is in the formative stage and will take much of its final shape from the colleges that utilize it. The Program can help in the placement of foreign students; it can relieve faculties of the burden of designing and administering placement tests; it can be an effective instrument to aid the counseling of two-year college transfer students; and it can be useful in institutional improvement and self-evaluation.

The College-Level Examination Program is not a panacea. But as long as the academic community continues to contribute its talent, wisdom, and effort the Program can do much to help effect the equality of opportunity and the excellence always wished for in American education. It can improve access to higher education, encourage individual development, and provide better utilization of human resources.

## *Arrangements for Institutional Administration of the College-Level Examinations*

### *Trial Test Administration*

Beginning in the academic year 1966–67, any institution that has not previously conducted a trial administration of the tests of the College-Level Examination Program may do so at no charge. The normal charges for the examinations are waived for these trial administrations, and the College Board provides scoring and score-reporting services. Tests are shipped to colleges at Board expense, and colleges are expected to return the tests—used and unused booklets—prepaid.

This service is not limited to a single examination. An institution may arrange for a trial administration of one or several tests. Trial administrations of all examinations used need not be held at the same time. An institution may find it more suitable to conduct a trial administration of one examination in one semester and a different examination in a subsequent semester.

Obviously this service is intended to promote the use of the examinations where the college or university objectives and purposes and those of the Program seem to be compatible in the long run. The tests are not available under this arrangement to support individual research projects or projects primarily for institutional research which will not lead to continuing use of the

Program. This is so because eventually the College-Level Examination Program will be dependent on test fees. Requests for trial administrations will therefore be considered in the light of the institution's plans to make continuing use of the tests—that is, if the data from the trial administration demonstrate to the college that the tests are appropriate to the use intended. No institution need commit itself to long-range use of the tests in advance of a trial administration. However, an institution should consider how it would plan to participate in the Program and how this participation would be financed in the future, either by candidates or from institutional resources.

Assuming that college or university plans for a trial administration are in keeping with the circumstances described above, the Board's requirements for participation are minimal. The institution must arrange to protect the security of the examinations during the entire period that test booklets are in its custody. Data derived from a trial administration should be shared with the College Board to permit further study of the examinations or to supplement the normative data available if such use seems appropriate. Should the College Board use the data in this way, the scores for individual students or for institutions will not be published.

An institution wishing to conduct a free trial administration should communicate with the director of the College Board regional office in its area (the offices are listed

on the inside back cover of this booklet). Arrangements should be made with the regional director at least five weeks before the anticipated test date.

### *Regular Test Administration*

For the convenience of institutions that have already moved beyond the trial or experimental stage and are ready to make use of College-Level Examinations, there are arrangements currently available for local institutional administration of the examinations. The Program is also developing plans for College-Level Examinations to be administered at locations and times convenient for any individuals who want to take the tests. These arrangements will permit colleges and universities to refer students to the examinations. Provisions will be made for reporting the results to institutions designated by the candidate.

### *Inspection Copies*

While the security of the examinations in this Program must be maintained, they are available to qualified members of college or university administrations and faculty, on a confidential basis, for inspection. Upon request from such individuals, test copies of any of the examinations will be sent by registered mail for a 30-day inspection period. During this time the person receiving the tests is responsible for their security. Requests for inspection copies should be directed to:

Richard L. Burns, Program Director
College Board College-Level Examinations
Box 977, Princeton, New Jersey 08540

### *Ordering the Examinations*

The College-Level Examinations are available to colleges and universities for administration on their campuses on whatever dates they choose. Order forms for the tests may be obtained from Richard L. Burns, at the address given above. These forms should be used in placing test orders *even if a purchase order is also employed.* They should not be used for requesting tests for trial administration. Test orders should be submitted approximately one month in advance of the test administration date. Testing materials, including test booklets, answer sheets, and supervisor's manuals, will be supplied in accordance with the test order in advance of the intended test administration date.

The fee for the battery of five General Examinations is $5 per student tested. While the General Examinations are designed to be administered as a complete battery, there may be situations in which institutions find it desirable to use less than the full battery of five tests. Arrangements can be made to use any number or combination of the individual tests of the General Examinations at a charge of $1 per test administered. For the Subject Examinations, the fee is $5 per student tested for each Subject Examination.

### *Score Reporting*

The College Board scores all tests with the exception of the optional essay portion of the Subject Examinations, which is retained by the college for grading. Scores for the multiple-choice section of the Subject Examinations are reported to the institution by alphabetical roster. For the General Examinations, 13 scores are reported to the institution for each student tested—the 5 total scores and 8 subscores. Score reports are sent only to the institution administering the test and are presented both by alphabetical roster and by an interpreted tabulating card for each student. The cards may be used for student records, for reporting scores to students, or for research purposes.

Ordinarily, score reports are mailed to colleges approximately two weeks after their answer sheets have been received.

## *Panels*

*English*

Alan S. Downer, Princeton University, *chairman*
Grover Cronin Jr., Fordham University
Leonard F. Dean, University of Illinois
James A. Gowen, University of Kansas
Edgar W. Lacy, University of Wisconsin
C. F. Main, Rutgers—The State University
Reed Whittemore, Carleton College
Richard Williamson, College of San Mateo

*Mathematics and Science*

Richard D. Anderson, mathematics
Louisiana State University, *chairman*
Bill G. Aldridge, physics
Florissant Valley Community College
Richard V. Bovbjerg, zoology, University of Iowa
Herman Branson, physics, Howard University
James P. Hartnett, energy engineering
University of Illinois
Robert W. Livingston, chemistry
Purdue University
Lloyd Motz, astronomy, Columbia University
Paul C. Rosenbloom, mathematics
Teachers College, Columbia University

*Social Sciences*

Norman A. Graebner, history
University of Illinois, *chairman*
Henry Bagish, sociology
Santa Barbara City College
W. W. Ehrmann, sociology, Cornell College (Iowa)
Rendigs Fels, economics, Vanderbilt University
Douglas Oliver, anthropology
Harvard University
Paul Oren Jr., sociology, University of Vermont
Franklin Patterson, political science
Hampshire College
Joseph Strayer, history, Princeton University

## *Committees of Examiners*

### *General Examinations*

*English Composition*

Erwin R. Steinberg, *chairman*
Carnegie Institute of Technology
Arthur Carr
University of Michigan
George R. Creeger
Wesleyan University
William C. Doster
Miami-Dade Junior College
Gerhard Friedrich
The California State Colleges

*Humanities*

James L. Billwiller, *chairman*
City College of San Francisco
John Knoblock
University of Miami
Wilbur S. Scott
New College of Hofstra University
Charles L. Stevenson
University of Michigan
Barry Ulanov
Barnard College

*Mathematics*

Robert B. Herrera, *chairman*
Los Angeles City College
Howard E. Campbell
University of Idaho
B. J. Pettis
University of North Carolina at Chapel Hill
Leland L. Scott
University of Louisville
James H. Stoddard
University of the South

*Natural Sciences*

Clement L. Henshaw, *chairman*
Colgate University
Relis Brown
Florida State University
Charles Erickson
Rutgers—The State University
William T. Mooney Jr.
El Camino College
Charles P. Walters
Kansas State University

*Social Sciences and History*

Stephen K. Bailey, *chairman*
Syracuse University
Robert Bjork
George Peabody College for Teachers
William Gamson
University of Michigan
Floyd Matson
University of Hawaii
Peter Wickman
Nassau Community College,
State University of New York

## *Subject Examinations*

*American Government*

Marian Irish
Florida State University
Albert Mavrinac
Colby College
Michael Sawyer
Syracuse University

*Analysis and Interpretation of Literature*

William Coles
Amherst College
Mary Rion
Agnes Scott College
Martin Tucker
Long Island University

*Educational Psychology*

Bryce B. Hudgins, *chairman*
Washington University
Ruth D. Churchill
Antioch College
M. Ray Loree
University of Alabama
John H. Rosenbach
State University of New York at Albany
Merlin C. Wittrock
University of California at Los Angeles

*English Composition*

James H. Croushore
Mary Washington College of The University of Virginia
Kenneth Rothwell
University of Kansas
Robert A. Sencer
Rensselaer Polytechnic Institute

*General Chemistry*

Robert D. Eddy
Tufts University
Harold M. Faigenbaum
Rensselaer Polytechnic Institute
Garth L. Lee
Utah State University

*General Psychology**

Robert Daniel
University of Missouri
Eric Gardner
Syracuse University
Robert Harper
Knox College

---

* This is a Committee of Review for a test developed for the College Board by John E. Milholland at the University of Michigan.

*Geology*

Charles P. Walters
Kansas State University
Caroline Heminway Kierstead
Smith College
John P. Cannon
Cerritos College

*History of American Education*

Merle Borrowman, *chairman*
University of Wisconsin
Clifton Hall
George Peabody College for Teachers
Lloyd P. Jorgenson
University of Missouri
Gordon Lee
University of Washington
F. Wilson Smith
University of California at Davis

*Introductory Calculus*

Winifred Asprey
Vassar College
Gaylord Merriman
University of Cincinnati

*Introductory Economics*

William G. Bowen
Princeton University
Juanita Kreps
Duke University
Leonard Weiss
University of Wisconsin

*Introductory Sociology*

Marvin Bressler
Princeton University
Ely Chinoy
Smith College
Otto Larsen
University of Washington

*Marketing*

Eugene J. Kelley
Pennsylvania State University, *chairman*
Donald J. Bowersox
E. F. MacDonald Stamp Company
Henry J. Claycamp
Stanford University
William Davidson
Ohio State University
James Heskett
Harvard University

*Money and Banking*

Lester V. Chandler
Princeton University, *chairman*
Don C. Bridenstine
San Diego State College
David I. Fand
State University of New York at Buffalo
Clifton H. Kreps Jr.
University of North Carolina at Chapel Hill
Dudley G. Luckett
Iowa State University

*Statistics*

Paul C. Clifford
Montclair State College, *chairman*
Dudley J. Cowden
University of North Carolina at Chapel Hill
Samuel Goldberg
Oberlin College
Franklin A. Graybill
Colorado State University
Daniel B. Stout
Daytona Beach Junior College

*Tests and Measurements*

Sister M. Jacinta Mann, S. C.
Seton Hill College
Jason Millman
Cornell University (New York)

Harry Smallenburg
Los Angeles County Schools

*Western Civilization*

Richard N. Hunt
University of Pittsburgh
Donald Weinstein
Rutgers—The State University
E. G. Weltin
Washington University

## *Consultants*

*Educational Psychology*

Nathaniel L. Gage, Center for Advanced Study
in the Behavioral Sciences
Stanford University

*History of American Education*

Lawrence A. Cremin, Teachers College
Columbia University

*Marketing*

William Lazer, Michigan State University

*Money and Banking*

Roger F. Murray, Teachers Insurance
and Annuity Association

*Statistics*

Charles F. Mosteller, Harvard University

THE LIBRARY OF
APR 11 1967
CONTINUING EDUCATION

*College Board Regional Offices*

*Midwest:* Hollace G. Roberts, Director
625 Colfax Street
Evanston, Illinois 60201
Telephone: 312 UNiversity 9-1840

*Northeast:* Bernard P. Ireland, Director
475 Riverside Drive
New York, New York 10027
Telephone: 212 UNiversity 5-9500

*South:* Robert E. Stoltz, Director
Sewanee, Tennessee 37375
Telephone: 615 598-5668

*Southwest:* H. Paul Kelley, Director
2813 Rio Grande Street, Box 7276
Austin, Texas 78712
Telephone: 512 GReenwood 6-7641

*West:* Robert G. Cameron, Director
703 Welch Road
Palo Alto, California 94304
Telephone: 415 DAvenport 1-5211